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ABSTRACT

Twelve annotated bibliographies of literature in the ERIC system describe the administration, organization, concerns, and practices of current school volunteer programs. (MLF)

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The Best of ERIC presents annotations of ERIC literature on important topics in educational management.

The selections are intended to give the practicing educator easy access to the most significant and useful information available from ERIC. Because of space limitations, the items listed should be viewed as representative, rather than exhaustive, of literature meeting those criteria.

Materials were selected for inclusion from the ERIC catalogs *Resources in Education (RIE)* and *Current Index to Journals in Education (CIJE).*

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School Volunteer Programs

Hayes, Paul C., "The Volunteer." Worthington, Ohio: Buckeye Association of School Administrators. Entire issue of *The Administrator,* 3, 4 (Summer 1973). 23 pages. ED 094 313.

"A major stumbling block to using volunteers in the public school," writes Hayes, "is a lack of clear understanding of the role of the volunteer." To help provide administrators with this understanding, this journal offers a compact survey of the issues concerning volunteer programs.

Of the five informative articles, Dan Whitacre's "Program Models for Volunteers in Education" presents a process model and eight program models. For each program model, Whitacre gives basic organization, strengths and weaknesses, and the names of contact persons from districts that utilize it. As the most successful, he recommends a model that calls for a paid volunteer coordinator at the local school level and a supervising district level coordinator.

Carol O'Connell and W. Frederick Staub, in "Legal Aspects of Volunteer Utilization," discuss the school's liability for acts of volunteers and the availability of volunteer insurance coverage. The authors present such possible solutions as the enactment of legislation to provide volunteers with the same liability coverage as teachers and the arrangement of volunteer coverage through the PTA. For programs without established coverage, the authors stress the need for comprehensive policies and procedures to promote a "good faith" environment.

Other articles offer an overview of the use of volunteers, a discussion of their supplemental role, and a note on evaluation.

Order copies from *The Administrator,* Buckeye Association of School Administrators, 750 Brooksedge Street, Worthington, Ohio 43085. $2.00.
Also available from EDRS. MF $0.83 HC $1.67.

Hedges, Henry G. ***Extending Volunteer Programs in Schools.*** St. Catharines, Ontario: Niagara Centre, The Ontario Institute for Studies in Education, 1973. 190 pages. ED 085 846.

In this thorough report, Hedges describes three school volunteer programs developed from The Ontario Institute's general program model. He first examines a program in which secondary students worked as volunteers in elementary schools in activities related to their own studies. The services of the students, Hedges found, enabled the elementary teachers to spend more time on professional tasks; the combined efforts of teachers and students gave the children almost three times more individual instruction than under normal circumstances.

Hedges next describes the role of volunteers in the differentiated staffing plan of a secondary school utilizing team teaching and open space instructional areas. The innovative teaching arrangement and services of the volunteers allowed teachers to spend a very high 47 percent of their time on actual instruction.

Lastly Hedges views the use of volunteers in an individualized reading program that provided vertical integration of students across grade levels. The volunteers took over the bulk of the oral reading program and freed the teachers to spend time implementing the integration plan. Testing showed that students made significant gains.

Hedges also includes valuable discussions of volunteer programs in general. An appendix includes the general program model and thoughtful papers on the goals and the problems and benefits of volunteer programs. (*See* his article, "Volunteer Assistance Program," in the Spring 1974 issue of *Interchange,* EJ 100 284, for a discussion of the model and a summary of the institute's many studies of volunteer programs.)

Order copies from Niagara Centre, The Ontario Institute for Studies in Education, 28 Prince Street, St. Catharines, Ontario, Canada, L2R 4P4. $1.75.
Also available from EDRS. MF $0.83 HC $10.03.

Helgerson, Linda, and others. ***Manual for a Volunteer Services System.*** Columbus, Ohio: Columbus Public Schools, 1974. 311 pages. ED 116 284.

This very thorough, if sometimes tedious, manual presents guidelines for the development and operation of a districtwide volunteer services system. The authors provide both a system model and numerous methods and materials that can be adapted to meet the particular needs of individual school districts.

The system model consists of local school programs and a

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coordinating central office. The local schools develop programs to meet their individual needs and arrange for the local recruitment and training of volunteers and the training of staff. The central office develops and administers programs applicable to all schools and manages personnel placement and records. For purposes of discussion, the authors divide this system into three subsystems, the overall administration of the system, the management of the different programs, and the operation of these programs.

The manual is most helpful in providing an abundance of specific and practical suggestions and materials that cover all aspects of the system and include sample forms, worksheets, handbooks, and job descriptions. The presentation of volunteer recruitment is typically complete. The authors discuss the recruitment of community organizations, businesses, universities, senior citizens, and students and the effective use of the mass media, listing the advantages and disadvantages of various forms of publicity. They also offer sample public relations materials, including a script for a 20-minute slide-tape presentation.

Order from EDRS. MF $0.83 HC $16.73.

Hunter, Madeline. "Staff Meeting: Madeline Hunter Discusses Volunteers in the Classroom." ***Instructor,*** 83, 9 (May 1974), p. 20. EJ 094 022.

In this succinct and practical article, Hunter warns that successful school volunteer programs demand careful planning. The proper coordination of the efforts of volunteers and teachers, she argues, requires a plan that clearly delineates the responsibilities and activities of volunteers and provides for suitable training for both volunteers and teachers.

She offers specific suggestions for staff planning to ready a school for the use of volunteers. The staff should first identify appropriate tasks for volunteers, then plan inservice activities to prepare them to perform these tasks, and finally plan in-service activities to prepare teachers to work well with volunteers. Throughout this planning, the staff should use behavioral terms and be as specific as possible.

Such careful planning, Hunter concludes, can lay the groundwork for "harmonious and productive work by teachers, volunteers, and children," and thus promote greater learning.

Mastors, Charlotte. ***School Volunteers: Who Needs Them? Fastback Series, No. 55.*** Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1975. 45 pages. ED 103 983.

According to Mastors, community-based school volunteer programs, coordinated at the state level, can help problem-beset schools accomplish their goals. Without raising costs, such programs tap community resources to help schools provide adequate learning experiences and promote school-community rapport.

Mastors recounts the organization of LINKS (Laymen in North Kingstown Schools), a local community-based program that she directed, and VIRIS (Volunteers in Rhode Island Schools), a statewide coordinating organization that she now directs. Both LINKS and VIRIS are incorporated tax-exempt charitable organizations independent of the school system.

The successful experiences of LINKS and VIRIS show how a community can meet the challenges presented by financial problems, legal restraints, and staff resistance and can establish a volunteer tutoring program. Mastors gives an 11-step process for the development of a volunteer program and specific guidelines for its administration. She also gives sample letters, evaluation forms, and a volunteer coordinator job description.

This publication is addressed to community members seeking to establish a self-governing volunteer program rather than to school administrators. Its discussion of program administration and its sample forms, however, can prove useful to a school-based program. The LINKS and VIRIS program models also offer alternatives to the typical school-based program.

Order copies from Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401. $0.75, prepaid. Quantity and membership discounts.

McCuaig, Susannah M. "Large Scale Unbudgeted Elementary School Tutorial Programs." ***Educational Leadership,*** 32, 5 (February 1975), pp. 331-334. EJ 125 016.

Large-scale elementary school tutorial programs, McCuaig argues, can be developed without financial support from the school district. They can be developed through community involvement or, as she discusses at length, through college involvement.

For the second alternative, she provides the example of the program she manages as a professor of the University of Maryland. To fulfill the requirements of an education course she teaches, her students tutor at a nearby elementary school. They spend over two hours each week tutoring children with developmental or remedial needs and then evaluating the tutorial process with their professor. The typical tutorial session consists of 45 minutes of individual instruction and 15 minutes of group games. The tutors, aided by the professor and the teachers, administer diagnostic tests and construct their own lesson materials.

This program, providing individualized instruction for the children and clinical experience for the teachers in training, is judged a success by participants and observers.

Mott Institute for Community Improvement. ***The Use of School Volunteers.*** East Lansing: Michigan State University, 1973. 10 pages. ED 109 443.

The problems in using school volunteers are, according to this brief but sound report from the Mott Institute for Commu-

nity Improvement, "more than offset by the results—a better community in which to educate children and adults." Within a planned and imaginative program, volunteers can extend the teaching capacity of a school, bring unique skills to their service, and improve the climate of the community.

The bulk of this report covers the process of developing a program, from the initial determination of volunteer roles to evaluation. A general discussion of problems encountered in program development contains some useful suggestions. Concerning volunteer recruitment, for instance, the institute recommends the use of trial commitments of eight weeks rather than the typical indefinite commitment. This practice helps overcome the reticence of potential volunteers and gives both school and volunteer an established testing period of the volunteer's service. The institute also suggests that prospective volunteers be allowed to participate in the development of their job descriptions. If they can incorporate their interests and talents in their service, they more likely will find satisfaction.

Order MF from EDRS, $0.83. HC not available.

National School Public Relations Association. ***School Volunteers: Districts Recruit Aides to Meet Rising Costs, Student Needs.*** Arlington, Virginia, 1973. 68 pages. ED 079 257.

This thorough report provides an overview of school volunteer programs, guidelines for their administration, and examples of the practices of individual programs. The information gathered from over 400 programs offers both a summary of common program concerns and practices and a full selection of individual ideas and insights.

Mixing facts and advice, the booklet covers the benefits and drawbacks of volunteer programs, their planning and coordination, the specific tasks of volunteers, volunteer recruitment, training and retention, and program evaluation. Five different programs receive attention, among them a large urban program, a comprehensive statewide program, and a cross-age teaching program. A concluding list of organizations and programs offers sources for further information.

This report can be helpful to schools considering the development of a new program and to established programs in need of new ideas. The discussion of possible volunteer tasks is particularly suggestive. Volunteers need not be limited to the standard clerical and tutorial tasks. They can provide such imaginative services as behavior modification play therapy, the training of children with poor perceptual motor skills, and the ombudsman-like handling of community complaints.

Order copies from National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209. Stock No. 411-12852. $4.75, prepaid.
Order MF from EDRS, $0.83.

Ohio State Department of Education. ***Utilizing Volunteers for Children with Behavioral Disabilities.*** Columbus: Division of Special Education, 1974. 28 pages. ED 105 690.

To promote the development of similar programs, this publication reports on the implementation and evaluation of a school program using volunteers to help behaviorally disordered children. Through the Franklin County Community Helper Program, volunteers worked individually with such children within the school to help bring about behavioral and academic growth. The helpers met twice weekly with the children for informal conversation, games, and academic tutoring. More important than any tutoring, however, was the development of supportive relationships between helpers and children.

The program was judged most successful in helping mildly or moderately disturbed children, particularly those who had scored high on the inadequacy-immaturity items of the Quay-Peterson Behavior Check List. The most successful helpers were those who provided high levels of nonpossessive warmth and empathy.

Based on the experience of the Franklin program, the report presents guidelines for the establishment of similar programs, suggestions for the training of volunteers, and sample volunteer activities.

Order from EDRS. MF $0.83 HC $2.06.

Recruitment Leadership and Training Institute. ***Volunteers in Education: A Handbook for Coordinators of Volunteer Programs.*** Philadelphia, 1975. 134 pages. ED 117 341.

This valuable handbook, a revision of the popular 1972 ***ABC's: A Handbook for Educational Volunteers,*** offers comprehensive guidelines for community members and educators wishing to establish or improve school volunteer programs. It both discusses the goals of such programs and gives abundant specific advice that is adaptable to different local needs and situations. Commendably, the handbook is clear, organized, highly readable, and thorough. It gives indepth coverage to all the standard aspects of program development, implementation, and evaluation and also provides helpful discussions of funding sources and proposal preparation, several program models, and the use of volunteers in career education.

Typical of the handbook's thoroughness is its treatment of the orientation and training of volunteers. It lists possible orientation activities and elements common to preservice training programs, gives suggestions for developing a training program, and discusses training techniques and on-the-job orientation. It also provides an outline of a sample orientation program, a list of activities for continued training, and specific guidelines for training student volunteers through role-playing sessions and workshops.

Order from EDRS. MF $0.83 HC $7.35.

Thurber, John C. "Project VUE: Volunteers Upholding Education." Practicum report, submitted in partial fulfullment of requirements for national Ed.D. program, Nova University, 1973. 82 pages. ED 088 192.

Thurber reports on the development and evaluation of a successful volunteer aide project of the Palm Beach County Schools, Florida. Facing financial problems, widespread discontent within the school and community, and poor school-community interaction, the school district turned to a comprehensive volunteer aide program in hopes of improving the learning environment of its children. The program, developed and implemented over a year, was judged a success. The author is particularly happy to note that the use of volunteers in the classroom promoted less directive behavior by teachers and greater student expression.

This report gives more attention to the initial planning and the evaluation of the program than to its actual implementation. It does, however, include a copy of the program's volunteer handbook and a categorized list of 95 activities judged appropriate for the volunteers.

Order from EDRS. MF $0.83 HC $4.67.

Williams, Polly Franklin. ***A Philosophical Approach for Volunteers.*** University, Mississippi: School of Education, University of Mississippi, 1974. 103 pages. ED 099 818.

Williams enthusiastically reports on the success of Project Upswing, a federally sponsored volunteer tutoring program. This four-city, two-year project studied the effectiveness of volunteer tutoring for new first-grade children experiencing learning difficulties. To prevent these children from failing both academically and spiritually, project tutors provided them with a warm remedial "no-fault learning experience."

The thorough independent evaluation of the project brought significant findings. The tutoring enabled the children to develop greatly in reading, oral language skills, self-esteem, and basic experience. Positively altering the school environment, the project also benefited the untutored children. Williams concludes that such a tutoring program can provide a far more effective method of preventing reading failure than the present methods of remedial reading programs and grade retention provide.

Further evaluation of tutor and teacher training led to the recommendation that tutor training be predominantly inservice and practical rather than preservice and theoretical and that teachers be trained in the use of diagnostic checklists.

As well as thoroughly discussing the implementation and evaluation of Project Upswing, Williams gives detailed guidelines for other schools to follow in developing similar programs. She presents specific suggestions for program implementation, management, and evaluation and for the training of volunteers and teachers.

Order from EDRS. MF $0.83 HC $6.01.

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